



Teacher: Mrs Venn

Subject: MUSIC
LONG TERM PLAN

Updated: June 2023

<u>EYFS</u>		
Autumn	Spring	Summer
Feel and demonstrate the pulse Recognise and show two pitches Feel and demonstrate a pulse in a song with rests Explore faster and slower pulse-keeping	Keep the pulse during a rest Keep the pulse in pairs More complex pulse keeping Pitch match during call and response Recognise and show three pitches Start to tap the rhythm	Feel and demonstrate the pulse confidently Solo singing Improvise words and actions Visual representation of the pulse Tap the pulse on drawn heartbeats Practise consciously showing the rest

<u>KS1</u>		
Autumn A	Spring A	Summer A
Recognise and show three pitches Recognise and demonstrate the rhythm Walk and clap the pulse simultaneously Recognise a visual representation of the pitch	Explore showing the movements of the pitch Differentiate between pulse and rhythm Perform pulse and rhythm simultaneously Visual representation of the rhythm	Combine visual representation of pulse and rhythm Learn rhythm names ta and ti-ti Explores faster and slower pulse keeping
Autumn B	Spring B	Summer B
Combine pitch and rhythm notation Introduce stick notation Practise reading rhythms using rhythm names	Recognise and demonstrate simple phrasing Explore written rhythms Introduce la-so-mi Read and write rhythms	Work on pulse keeping in songs with rests Read rhythms with more confidence Learn notation for ta rest



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LKS2		
Autumn A	Spring A	Summer A
<i>I've Been To Harlem</i> Listen and identify where notes in the melody of the song go up and down. Sing with an awareness of the shape of the melody. Play a range of melodic and rhythmic accompaniments to a known song. Compose and play a pentatonic ostinato. <i>Chilled Out Clap Rap</i> Listen and respond with crotchet and quaver pulse actions and adapt these actions to the changing speed of music. Rap accurately and rhythmically with marked dynamic contrasts. Create clapped rhythmic patterns using crotchets, paired quavers, and crotchet rests. Be able to transfer patterns to tuned instruments and play as part of a group, adopting different roles within a layered piece.	<i>March from The Nutcracker</i> Develop active listening skills by responding to musical themes through movements. Develop a sense of beat and rhythmic pattern through movement. Engage the imagination when listening to music and draw/paint what you hear. Understand the structure of rondo form. Experience the impact of dialogue in music through movement duets. Perform as a group, with an awareness of moving in time together. <i>Railway Carriage / Train to Caipira</i> Listen to pieces of music, identifying and comparing how composers have combined words and music. Improvise and explore a variety of ways in which words can be used to create music. Compose using words to create atmosphere and effect in music. Create rhythmic patterns and longer sequences with words.	<i>Glockenspiels</i> Understand how to hold a beater and play a glockenspiel. To know the order of notes. Recognise a musical stave and the notes BAG(C?) To listen and repeat back simple patterns using pitch recognition. Play simple tunes using the learnt notes. Read standard notation for a crotchet rest. Play simple tunes including crotchets, quavers and minims. To play in 4/4 and 3/4 time. Compose similar rhythmic patterns using the learnt notes. Be able to read and draw the different musical note durations. Begin to record their own compositions using informal and standard notation on a stave.
Autumn B	Spring B	Summer B
<i>This Little Light of Mine</i> Improvise with the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Sing in a gospel style with expression and dynamics. Sing Part 1 of a partner song rhythmically. Play a bass part and rhythm ostinato along to This Little Light of Mine. Listen and move in time to songs in a gospel style. <i>The Pink Panther</i> Improvise and compose, creating atmospheric music for a scene with a given set of instruments. Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. Talk about the effect of particular instrument sounds (timbre).	<i>Concerto for Turntables</i> Listen and respond to different styles of music. Understand how different styles of music can create fusions. Move in time to the beat and feel of the music. Respond through movement to the music. Explore using a graphic score to record others and our own music. Compose our own movements in response to the beat, rhythm, tempo and dynamics of the music. <i>Just Three Notes</i> Recognise and read rhythm notation. Invent simple patterns using rhythms and notes C-D-E. Create and perform rhythmic patterns on pitched instruments. Compose music, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'. Recognise and copy rhythm notation and pitches C-D-E.	<i>Rhythm Games and Songs</i> Perform actions confidently in time with songs. Walk, move and clap to steady beat and with a change of tempo. Sing a broad range of songs with a wide range. Pitch the voice accurately. Use notation cards for ta-a, ta, ti-ti, shh. <i>Hall of the Mountain King</i> Listen and describe a piece of music. Use the music as a stimulus for artwork. Learn how to play a pulse. Invent a tune. Orchestrate motifs to create a crescendo. Notate a coda. Perform using tuned and untuned instruments. Invent music to describe characters and events. Structure all ideas into one piece to fit a narrative.



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UKS2		
Autumn A	Spring A	Summer A
Drunken Sailor Listen to a song and keep the pulse whilst playing a 'cup' game. Sing a sea shanty expressively, observing phrasing and accuracy in pitch and rhythm. Play bass notes, chords and rhythms to accompany singing. Compose body percussion patterns to accompany a sea shanty. Use rhythm grids to write out our compositions. Why We Sing Recognise aurally individual instrument and voices. Identify key elements that give the music its unique sound and talk about the music using appropriate musical language. Identify the song's verse/chorus structure. Recognise the combined effect of layers of sound in the recording. Compose: Song Writing Listen and identify the structure of songs they are currently familiar with. Listen and analyse song lyrics to help them appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the song writing process. Improvise and experiment with pitch and rhythm to create a strong hook. Have the opportunity to 'doodle' with sounds. Compose fragments of songs that can develop into fully fledged songs.	Epoca Listen actively and develop listening skills by responding to different musical parts through movement. Demonstrate an understanding of the history of Argentine Tango. Experience how different instrumental parts interact with each other to develop and understanding of texture in music. Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. Perform as a group, with an awareness of moving in time together. Three Little Birds Sing a chorus in three parts, and sing following the score and by ear. Listen and develop a knowledge and understanding of the origins, history and social context of Reggae music. Listen and play the melodic riff or melody of the chorus by ear. Improvise and play rhythms using the chords of D and G major to the chorus backing track. Create an accompaniment to the chorus of the song using tuned and untuned percussion that includes a bassline, riff and chords. Follow the structure of the song's chorus using the melody/lyrics/chords version of the score to support playing by ear.	Music Technology - GarageBand Create simple composition using sampled sound. Understand how music in movies creates the atmosphere. Listen and respond to the affect music tech has in the theatre world. Play a simple rhythm to a metronome beat. Use technology to balance the sound of their musical elements. Work in pairs to complete a soundtrack. Read the graphic scores of their given soundtrack. Capture their work using technology. Explore the different instruments and how these give different desired effects. Production Performance Sing a broad range of songs. Perform in an ensemble context. Listen with attention to detail. Sing in an accurate pitch and recognise pitch changes in the music. Recognise when music changes key. Sing in two or three parts.
Autumn B	Spring B	Summer B
Hey, Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary. Touch The Sky Listen to traditional Scottish folk music, identifying the features that have influenced the composing of the song Touch the Sky. Sing accurately in two parts, with dynamic contrast and expression. Improvise extended melodies using a pentatonic scale. Play the melody, bass note, or chord for one verse of Skye Boat Song.	Kaboom Percussion Improvise rhythms using a range of untuned instruments. Working in pairs, compose a short ternary piece. Capture creative ideas using graphic symbols and rhythmic notation. Perform and play rhythmic patterns in small groups. Understand the difference between minims, crotchets, quavers and rests. Understand the difference between 2/4, 3/4 and 4/4 time signatures. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Composing in Ternary Form Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Notate their ideas to form a simple score to play from. Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. Understand and recognise ternary form.	Rhythm Games and Songs Understand the difference between different rhythm durations. Understand the difference between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation with an octave. Read and play short rhythmic phrases from prepared cards. Read conventional symbols for known rhythms and note durations. Perform a range of repertoire pieces in different ensembles. Develop the skill of play Ain't Gonna Let Nobody Improvise over the chords C minor and G7. Sing accurately in three parts. Play chords on tuned percussion, ukulele, keyboard, or apps. Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.